

# Peer Feedback and Revision

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## VITAL INFORMATION

<b>Subject(s)</b>	Language Arts (English)
<b>Topic or Unit of Study</b>	Writing
<b>Grade/Level</b>	Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8
<b>Objective</b>	Content: After reading a piece of student writing, all students will give oral feedback and observe how to incorporate the feedback into revision of the writing. Language: After reading a piece of student writing, each student will orally state at least one thing they like or ask one question that they wonder about the piece of student writing.
<b>Summary</b>	This lesson demonstrates to students the importance of feedback to a writer. It also gives students language to use to practice giving feedback to a writer to help him/her revise a piece of writing.

## IMPLEMENTATION

<b>Learning Context</b>	This lesson can be used to introduce students to the concept of giving feedback to a writer to help her/him revise writing. It can also serve as a model to reinforce the importance of a real reader's feedback for a writer. It can be used as a mini lesson or during writers' workshop.
<b>Procedure</b>	<p>Peer Feedback and Revision Lesson Plan (approximately 1 to 1 1/4 hours)</p> <p>5 minutes Welcome Share objectives of lesson.</p> <p>5-10 minutes What is Revision? Write the word "Revision" at the top of a piece of chart paper and ask students to define the word revision. If they are unfamiliar with the word, help them by covering the prefix "re" and asking students what the word vision means. Use vision in a sentence if they are still having difficulty. e.g., I have good vision when I am wearing my glasses. Once they have come up with the definition of "to see" or "seeing" for vision, ask them what happens if you put the prefix "re" in front of a word. Again use the prefix "re" in a sentence with a different word, e.g., My teacher made me redo my homework because I did it incorrectly. Once they have come up with "again" as the definition of the prefix "re", write the words "Seeing again" or "To see again" under the word "Revision" on the flip chart. Explain that revision is the process of seeing your writing again through a reader's eyes.</p> <p>20-30 minutes Giving Feedback to a Peer (the amount of time varies based on the length of the piece and the size of the class)</p> <ol style="list-style-type: none"><li>1. Share a piece of student writing on an overhead transparency. Ask all of the students to listen very carefully and think about two things: What they liked about the piece and What they wonder about the piece (what questions came up for them).</li><li>2. Have student read his/her piece aloud while it is being displayed on the overhead projector.</li><li>3. On a flip chart, draw a "T-sheet" and write the headings "I Like..." and "I Wonder" in two different colors.</li></ol> <p>4. Ask the student who has read the piece of writing to choose students to give feedback - either something they liked or something they wondered about. Scribe the student feedback, making sure to use the students' words but correcting any errors from their oral language. Make sure that you number the "I wonders" and that they are worded as questions.</p> <p>5. After every student has had a chance to give at least one piece of feedback, ask the students to look at the "I wonders" and see if any of them are similar. Do a list reduction by circling questions that seem to logically group together and give them a "header", e.g., When did this story happen? and What time of year was it? could logically be grouped together and given the heading "Setting".</p> <p>6. After grouping the questions that go together, ask the writer to begin to answer the questions. Help them frame a response to the readers' questions that is worded in such a way that it can be incorporated into the written piece. Scribe the sentence/s and ask the writer and the class where it best fits. Cut and paste the revisions using a scissors and tape into the appropriate place in the piece of writing.</p> <p>10 minutes Guided Practice in Giving Feedback Match each student with a partner (either self-selected, based on proximity, or teacher selected). Ask the partners to choose a piece of writing that they would like to revise. Then have the partners take turns. For the first five minutes, Partner A will read his/her piece while Partner B listens and gives feedback using the Reader's Comments handout. After five minutes, reverse roles and Partner B reads while Partner A listens and gives feedback using the Reader's Comments handout.</p> <p>5 minutes Making Revisions Ask each student to use a different colored pen or pencil to make at least one revision to her/his piece based on the partner feedback.</p> <p>5-10 minutes Sharing Your Work Either in whole group or in partners, ask for volunteers to share their revisions.</p> <p>5 minutes Plus/Delta Ask students what they learned about, what went well and what they would change about this lesson. Scribe their responses on the board or on chart paper.</p>

<b>Differentiated Instruction</b>	Children who are second language learners or special education students can be asked to generate fewer seed ideas and can be helped with the writing of the ideas as necessary. Advanced learners can be asked to generate more seed ideas and can be asked to write notes to elaborate on more than one of their seed ideas.
<b>Sample Student Products</b>	
<b>Collaboration</b>	Students will work collaboratively. Students will work in groups of 2.
<b>Time Allotment</b>	1 class periods. 1.25 Hrs per class.
<b>Author's Comments &amp; Reflections</b>	

## MATERIALS AND RESOURCES

<b>Instructional Materials</b>	<p>The teacher will need a piece of student writing that a student is willing to read aloud copied onto an overhead transparency. The Reader's Comments handout is a resource that can be used during this peer feedback and revision lesson.</p> <p><b>Attachments:</b></p> <ol style="list-style-type: none"> <li>1. <b>Reader Comments (I liked/I wonder)</b> This file can be used by students to independently give peer feedback to a colleague about his/her writing.</li> </ol>
<b>Resources</b>	

## STANDARDS & ASSESSMENT

<b>Standards</b>	<p><b>CT- Connecticut Curricular Goals and Standards</b></p> <p><b>Subject:</b> Language Arts (OLD)</p> <p><b>Standard 2:</b> Producing Texts Students will produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><b>Performance Standard:</b> engage in a process of generating ideas, drafting, revising, editing and publishing or presenting</p> <p><b>Grade-Specific Performance Indicator with Example:</b> K-4: Students will compose a piece of writing based on ideas generated through any of a variety of ways (writing, drawing, talking, webbing, listing, brainstorming), revise and proofread it, and present it to an audience. Example: Students select a topic for study, use their notebooks to record data and organize information to create an essay.</p> <p><b>Performance Standard:</b> engage in writing, speaking and developing visual texts through frequent reflection, reevaluation and revision.</p> <p><b>Grade-Specific Performance Indicator with Example:</b> K-4: Students will collect and examine, individually or with classmates, an array of their own stories and drawings, discuss the features they like, and say what they might do differently the next time. Example: Students read favorite pieces of writing to their partners, who tell the writers what elements work and what questions they have about the piece of writing.</p>
<b>Assessment/Rubrics</b>	<p>This rubric can be used by teachers to assess students as they participate in the seed ideas activity. It can be also be used by students to self-assess their participation in the seed ideas lesson.</p> <p><b>Rubrics:</b></p> <ol style="list-style-type: none"> <li>1. Peer Feedback and Revision</li> </ol>